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PERCEPTIONS OF SCHOOL COUNSELORS REGARDING THEIR ROLES IN
TRANSITION SERVICES FOR STUDENTS WITH LEARNING DISABILITIES
TOWARDS POST SECONDARY EDUCATION

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
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COLLEGE OF PROFESSIONAL EDUCATION

BY
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ABSTRACT

PERCEPTIONS OF SCHOOL COUNSELORS REGARDING THEIR ROLES IN TRANSITION SERVICES FOR STUDENTS WITH LEARNING DISABILITIES TOWARDS POST SECONDARY EDUCATION

MOLLY TAIT

MAY 2013

The purpose of this study was to analyze the perceptions of secondary school counselors regarding their roles in the postsecondary transition process for individuals with learning disabilities. The survey instrument was developed by the researcher. Reliability was established through the Cronbach's alpha coefficient. The following five research questions were analyzed and discussed:

1. What do secondary school counselors perceive as their roles in the transition process related to special education knowledge needed to make informed decisions regarding postsecondary outcomes for the student with a learning disability?
2. What do secondary school counselors perceive as their roles as advocates for students with learning disabilities as part of the postsecondary transition process?
3. What do secondary school counselors perceive as their roles in promoting collaboration among educational staff to assist with the postsecondary transition process for the student with a learning disability?

4. What do secondary school counselors perceive as their roles in promoting self-determination for students with learning disabilities when assisting with the postsecondary transition process for the student with a learning disabilities?
5. What do secondary school counselors perceive as their roles in promoting student and parent involvement in the postsecondary transition planning process for students with learning disabilities?

The participant population for this study consisted of 50 secondary school counselors, who were members of the American School Counseling Association and worked in public high schools with students in grades nine through twelve within the United States. The study consisted of a survey methodology to provide descriptive statistics on secondary school counselor's perceived roles in the areas of postsecondary transition planning for individual students with a learning disability. Section one of the survey asked the participants information about their demographics. Section two of the survey consisted of twenty quantitative questions that used a five point Likert scale to collect responses regarding whether the secondary school counselors agreed or disagreed with their roles in the five research areas targeted. Findings from the research study indicated that secondary school counselors do perceive themselves as being key players when working with individuals with learning disabilities on postsecondary transition. Findings regarding special education knowledge indicated significance, which could be interpreted as an area of weakness among secondary school counselors, where additional education

or staff development hours could be useful to them when working with students with disabilities regarding postsecondary transition planning.

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CHAPTER I

INTRODUCTION

School counselors strive to improve the lives of students with learning disabilities. This endeavor is accomplished through advocacy and collaboration with professional educators in the field. Such collaboration enables students to meet college readiness standards that have an impact on transition planning services (House & Hayes, 2002). School counselor participation in multidisciplinary individualized education plan (IEP) meetings, where development of transition plans take place, are paramount to student success (ASCA, 2010). Of particular importance for students and parents of students with learning disabilities is life after high school such as independent living, entering the workforce, or pursuing postsecondary educational options.

Serres and Nelson (2011) reported it is the responsibility of the school counselor to use their education and training when working with all students, specifically when working with students who are identified as having a learning disability. The American School Counselor Association (2010) reported it is the responsibility of the counselor to assist all students, regardless of different challenges the counselor may encounter when assisting an individual with a special need or disability. School counselors must be willing to form partnerships and collaborate with educational staff to ensure access to quality curriculum and coursework for all students.

School counselors, according to John Bridgeland (2011), have a unique experience, in their role as school counselor to see the whole life of the student. The counselor supports the student over four years in high school, consulting with the family and student on both academic and emotional or social challenges. The school counselor witnesses firsthand student successes and failures throughout the high school years. Gewertz (2011) concurs with Bridgeland, school counselors have a powerful advantage because of the four year relationship built they build with their students. To not draw from this school counselor to student relationship would be a huge loss nationally.

The College Board National Office for School Counselor Advocacy (CBNOSCA) suggests eight components of College and Career Readiness Counseling. The three most relevant components are 1) college aspirations, building a college-going culture; 2) college and career admissions process, ensuring that families have an early understanding of the college application process; 3) planning transition from high school graduation to college enrollment, and connecting students to postsecondary options after high school.

Background

In United States' public schools in 2009, approximately 2.5 million, or 5 percent of the total population of students were identified as having a learning disability and eligible for services under the *Individuals with Disabilities Education Improvement Act* (IDEIA) (Cortiella, 2011). Fifty-four percent of these students reported their goal was to attend a 2 year or 4 year college. Parents of students with learning disabilities were not

quite as optimistic as their children. Fourteen percent of parents believed their student would graduate from a 2 year college, while only 10 % believed their student would graduate from a four year college (Cortiella, 2011). However, statistics from the National Transitional Longitudinal Study – 2 (2006) indicated that in 2003, 35% of students with learning disabilities were actively enrolled in post-secondary education. Conversely, Lukose’s (2000) findings showed less than 15% of students receiving special education services, who had graduated from high school, pursued postsecondary education, quite a departure from the findings of the National Longitudinal Transition Study.

Furthermore, there was a significant increase in the number of students with learning disabilities enrolling in higher education institutions over a 16 year span from 1987 to 2006. In 1987, students with learning disabilities were enrolled in postsecondary education only 20% of the time as opposed to 35% in 2003. Today, more and more students with learning disabilities are entering the world of postsecondary education at either the community college or university levels.

Throughout much of the 20st century, students with learning disabilities were expected to graduate from high school and go straight to work instead of going on to college. It was not until the 1990’s that advocates and parents began to place a higher emphasis on post-secondary education and training for these individuals. For the student with a learning disability, the conversation regarding post-secondary educational options should begin during the transition planning portion of the individual education plan meeting. This meeting, according to recent IDEIA reauthorization standards, is required

by 16 years of age and should include all stakeholders: the student, the parent, the special education teacher, the school administrator, and ideally, the secondary school counselor.

Secondary School Counselors and Transition Planning

A 2004 position statement from the American School Counseling Association (ASCA) national model outlines the school counselors' role when working with students with special needs. As recommended by the ASCA (2010), the school counselor (1) collaborates with special education staff regarding students with disabilities; (2) acts as an advocate for students with special needs; (3) and consults with support staff to best meet the unique needs of each student. According to House & Hayes (2002), school counselors should form partnerships and collaborate with educational staff to ensure access to quality curriculum and coursework for the student with a learning disability.

Furthermore, the role of the school counselor with regard to transition planning has been delineated by the research of Milsom & Hartley (2006) and includes: (1) providing college transition plans for all students; (2) providing information about postsecondary support services; (3) providing students with the most important questions to ask higher education personnel; (4) providing individual planning to students with disabilities, if possible; (5) and, promoting self-advocacy skills in all students, particularly those with a learning disability. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2009) standards promotes the training of school counselors in educational transitions from secondary to post-secondary education options for all students.

Additionally, the HEATH Resource Center (2006), part of the National Clearinghouse on Postsecondary Education for Students with Disabilities, suggested additional roles for the school counselor. They suggested that one of the most important roles for a school counselor is to encourage the involvement of family members of students with disabilities in transition planning. The kind of involvement suggested, specifically, was for the student's family to attend every transition planning meeting for the student diagnosed with a learning disability. Furthermore, the resource center suggested the school counselor should assist the parents of students with learning disabilities through promotion of self-determination. They also noted that these discussions should be tailored for the age of the students and should promote involvement of parent groups.

When working with students with disabilities on postsecondary transition planning, school counselors need to be knowledgeable of support services offered at various colleges of interest. The knowledge of these services can then be shared with the student and parent at IEP transition meetings to assist members in making more informed postsecondary decisions (Baditoi & Brott, 2011).

Lock and Layton (2001) reiterated the importance of self-determination as a key component to the success of the student with a learning disability at the postsecondary level. Self-determination means that the individual student can make decisions about the future and is able to ask for help at the postsecondary level when he or she needs it. Lock and Layton (2001) promote the development of a "Self-Determination Plan" for students

to demonstrate cognitive strengths and weaknesses when considering the kind of support needed. Finally, Lock and Layton (2001) report students with learning disabilities require additional assistance with the transition process.

When working with families of students' with learning disabilities, Bowen & Glenn (1998) stressed the importance of the school counselor's role through the development of facilitative relationships. This relationship assists with communication regarding the special education process in the future. Parents communicate with the school counselor because they view the counselor as the individual who is most familiar with a student's needs. Therefore, in knowing the whole picture, from the communication with parents to the access of the student's academic progress, the school counselor is comfortable building an academic and personal relationship with their students, which may be instrumental when starting the collaborative postsecondary transition process (Greer, Greer, & Woody, 1995).

Researchers from The Education Trust (1997) proposed five "skills" a school counselor must possess to work effectively in our schools: (1) collaboration; (2) leadership; (3) use of data to support change; (4) advocacy; (5) counseling. School counselors begin the collaborative process by forming working relationships with the teachers, special education staff, parents, administrators, on the students' behalf. School counselors who are effective are leaders that guide and motivate students by being positive, energetic, and empathic. School counselors must use data, such as grades, rank and grade point average, standardized test scores, and absenteeism rates to effectively

guide a student to reach his or her academic goals. School counselors also work as advocates, who, at the campus level, promote each student's well-being, character, and personal safety through their actions. School counselors provide individual and group counseling for their students as well. The discussions a school counselor facilitates within these sessions foster a safe school environment, set goals to improve student attitude and academic performance so that student achievement can occur. The school counselor who possesses all five Education Trust "skills" promotes advocacy, academic student success, and goal setting for the students they interact with daily.

The transition process may appear daunting at best for the novice counselor attending their first IEP meeting. Pierangelo and Giuliani (2004) outlined the practical approach to transition services for students with disabilities. They suggested a broad array of services that could be utilized by each individual transitioning. Those services may include: (1) instruction; (2) employment; (3) community experiences; (4) vocational evaluations; (5) activities of daily life; and (6) post-school activities. For the purposes of this research, I looked specifically at instruction, particularly postsecondary educational opportunities.

The transition planning process often occurs at the IEP meetings, where members include; the parents, the student, the special education teacher, the general education teacher, and the administrator. The school counselor is often invited to attend the IEP meeting, but is not required by law to do so, resulting in varying practices by school as to whether the counselor is present. IDEIA requirements regarding transition planning

promote inviting community agency representatives that will assist the individual student with their transition plans regarding postsecondary options. This study identified perceptions of the secondary school counselor about the importance of including a school counselor in IEP meetings.

Pierangelo and Giuliani (2004) discussed asking three important questions for the student at the IEP meetings to determine exactly what transition services students will need: (1) What competencies and knowledge does the student need in order to move successfully into employment (postsecondary education, adult services, independent living) ? (2) What skills and knowledge does the student have at present in each of these areas? (3) What knowledge and skills will the student still need to acquire? (p.56). Secondary school counselors' perceptions regarding their roles as promoters of self-determination, and their own knowledge of special education legislation, is integral when working with students on transition planning in our schools.

Historical Legislation in Transition

Transition and transition planning for students with learning disabilities has moved to the forefront of the Individual Education Plan process due to the legislation of the 2004 *Individuals with Disabilities Education Act* (IDEIA). This decision mandated school personnel to prepare these young people for life after high school by age 16 years with postsecondary planning, beginning for many at the age of 14. Halpern (1985) focused on transition as a holistic process, where the students with disabilities formulate

goals towards employment, post-secondary education, independent living, involvement in one's community, and personal and social relationships.

Transition services for students with disabilities have evolved tremendously over the past forty years. *The Rehabilitation Act* of 1973 prohibited discrimination of individuals with disabilities in the workplace, or in any setting that received monies from the federal government to operate. Then in 1977, *The Rehabilitation Act* was amended to include "Section 504," implementing a provision for employers who received federal grants to make programs available to individuals with disabilities.

The *Individuals with Disabilities Education Act (1992)* reevaluated the concept of transition services for students with disabilities. The focus of this act was goal-oriented programs that would assist with the transition from high school to post high school activities such as employment, post-secondary education, continuing education, and participation in the student's community. The reauthorization of IDEA in 1997 was an effort to expand the act to include related services as part of the transition components that needed to be addressed. Those components included speech and language services, counseling services, medical services, orientation and mobility services, physical or occupational therapy services, and recreation services.

The Office of Special Education and Rehabilitative Services from 1987-1993 allocated funding to conduct the National Longitudinal Transition Study that focused specifically on how transition services were being implemented for students with

disabilities in the United States. To date there have been two National Longitudinal Transition Studies conducted, one beginning in 1983, and the second conducted in 2001. The results of both National Longitudinal Transition Studies will be discussed in depth later in the literature review.

The continued focus on transition for young people was further evidenced by the signing of *The School to Work Opportunities Act* (1994) into law. The law's primary focus is to empower today's youth in America to compete globally by getting the training, education, and skills needed to succeed in today's job market. The National Transition Alliance (1996) provided grants to states working with the School-to-Work program for technical assistance.

The *No Child Left Behind* (2001) federal legislation mandated that students must receive transition services during their K-12 educational experience. The transition services specified that schools should assist students regarding post-secondary educational opportunities at the university or community college level or assist with obtaining career placement. The *No Child Left Behind* laws change how the states can apply for waivers for certain situations, where the high stakes tests are administered. These changes could greatly affect students in special education and the coursework they take on to support postsecondary educational options.

Statement of Problem

The school counselor may be the most well trained individual on the campus when it comes to knowledge and dissemination of post-secondary options for all students,

course selection for college readiness, and life after high school. The school counselor may lack the background knowledge of special education laws and federal regulations to report with confidence when working with individuals with learning disabilities on the transition process. The school counselor may be unaware of the age when transition planning meetings are required to begin by law for students with learning disabilities. Additionally, the school counselor may not understand the definition of a learning disability or what type of assistance the student could benefit the most from at the postsecondary level to be successful. The school counselor may not be included in the transition planning meetings or promoted by the school campus as collaborators in this transition process. Thus, the school counselors may be underutilized by not being included in IEP transition meetings or consulted to work with special education staff on transition efforts for the student with a learning disability. The school counselor may be overlooked as a facilitator when working with the student with learning disabilities as someone who can foster a sense of self-determination, often deemed necessary for success in post-secondary education.

Statement of Purpose

The purpose of this study is to investigate school counselors' perceptions of their role in the transition process for individuals with learning disabilities, who may be moving into postsecondary education upon graduation from high school. In order to glean the way a school counselor perceives his or her role in the transition process, data will be gathered by way of a survey. Specifically, this study will also look at school counselor's

knowledge and perception of the significance of special education laws and federal legislations. In addition, this study will review the perceptions of school counselors about their roles as collaborators, advocates, and facilitators of self-determination when working with students with learning disabilities as it pertains to post-secondary transition planning. Then, the data will be analyzed in order to look for similarities among school counselors throughout the nation.

Definition of Terms

Definitions of terms as they relate to this study are as follows:

Admission, Review, and Dismissal (ARD) Meeting: Meeting held in public schools in Texas for individuals with disabilities designed to discuss the individual's eligibility as a student with a disability, the group members discuss how the individual student has progressed with individual educational plan goals, (Texas Education Agency [TEA], 2007).

Advocacy: Six domain areas discussed by ASCA for the school counselor working with students: client/student empowerment, client/student advocacy, community collaboration, systems advocacy, public information, and social political advocacy, (ASCA, 2010).

Collaboration: Professional educators, working together for the common good of one individual through the use of connecting, communicating, cooperating, coordinating, community building, and contracting (Lawson, 2003).

Individuals with Disabilities Education Improvement Act (IDEIA 2004): United States federal law that determines how states implement services to individuals with disabilities.

Individualized Educational Plan (IEP): Meeting that is required at least annually for students with disabilities which is designed to discuss a student's eligibility as a student with a disability, his or her progress toward attainment of goals that involves a group of stakeholder (*Individual with Disabilities Education Improvement Act (IDEIA) 2004*).

Learning Disability: Disorder in one or more of the basic psychological processes that affect understanding of the written, spoken, or verbal language. This may manifest itself through the individual's inability to listen, think, read, spell, write, or complete mathematical calculations and may include brain injuries, perceptual difficulties, dyslexia, or developmental aphasia (*Individual with Disabilities Education Improvement Act (IDEIA) 2004*).

Post-secondary education: Education beyond the secondary school level, which could include coursework at the university, community college, or vocational/ trade skill training.

Self-Determination: Belief that all individuals have the right to direct their own lives (Wehmeyer & Schwartz, 1997).

Transition Services: Process of working with an individual in the secondary school setting who has a disability on the movement to life after high school. This

process should look at independent living, employment and/or post-secondary educational options. The best interest of the individual with the disability must be taken into account by looking at career interests, previous employment, students' areas of academic strengths, academic weaknesses and parental support with transition planning. Collaboration with community agencies and resources, housing needs, and or adult living options need to be discussed (IDEIA, 2004; 20 U.S.C. 1401(34)).

Research Questions

The intent of this study is to gain information from school counselors about their levels of participation in transition planning for students with learning disabilities. The research questions are as follows:

1. What do secondary school counselors perceive as their roles in the transition process related to special education knowledge needed to make informed decisions regarding postsecondary outcomes for the student with a learning disability?
2. What do secondary school counselors perceive as their roles as advocates for students with learning disabilities as part of the postsecondary transition process?
3. What do secondary school counselors perceive as their roles in promoting collaboration among educational staff to assist with the postsecondary transition process for the student with a learning disability?

4. What do secondary school counselors perceive as their roles in promoting self-determination for students with learning disabilities when assisting with the postsecondary transition process for the student with a learning disabilities?
5. What do secondary school counselors perceive as their roles in promoting student and parent involvement in the postsecondary transition planning process for students with learning disabilities?

Assumptions

Secondary school counselors of students with disabilities are not required members of the individual educational plan meeting. This means when counseling on an individual basis with the student with a learning disability, information may be gathered that could change the recommendations and determinations regarding post-secondary transition options that may differ from the actual IEP meeting. Life obstacles may occur that could negatively impact the student with a learning disability from attending postsecondary education. Postsecondary transition planning meetings that are by law scheduled to occur for all students with learning disabilities are designed to make the transition process easier for the student. The school counselor, the parent and the student are knowledgeable of the purpose for having a secondary transition planning meeting, to discuss post-high school options.

Limitations

The following limitations may occur:

1. This study is being conducted nationally, findings will be coming from various settings that may vary widely in makeup, structure, and services provided. Results from this study may be hard to generalize due to the small sample size.
2. This study is based on the perceptions of the secondary school counselor on the day the survey was completed. This is subjective data and day to day interactions the secondary school counselor has with various individuals could directly affect attitudes and results. The secondary school counselor could have widely varying results if the survey was taken again during different circumstances.

Significance of the Study

The role of the secondary school counselor is evolving in our schools today. The examination of the secondary school counselor's role in the transition planning process can provide much needed information regarding the knowledge and perceptions of key professionals, who are accessible to the student but underutilized. Schools, through collaborative efforts that involve special education professionals, secondary school counselors, and administrators, can provide additional benefits of transition planning to our students with a learning disability. Because of the prevalent and growing need for postsecondary education for all students, the results of this survey could shed some light

on the difficulties secondary school counselors may experience when collaborating with individuals with learning disabilities in meeting the students' transition goals.

Information gathered from this research could assist counselor educators programs with information to more effectively educate their graduate students regarding transition and working with individuals with learning disabilities.

CHAPTER II

REVIEW OF LITERATURE

The involvement of secondary school counselors, students, parents, special education personnel and community agencies in the development of transition planning of postsecondary education for students with learning disabilities is the basis for this study. This review of literature will offer insight regarding the secondary school counselors' role in transition. Historical legislation in transition was reviewed as it related to secondary school counselors supporting the movement of students with learning disabilities from the high school setting to the postsecondary educational setting. An overview of studies which support the secondary school counselors' role in this process was examined. A summary of the national transition study will be discussed as it relates to the involvement of the student and parent in the postsecondary transition process.

Historical Legislation Shaping the Role of School Counselors

According to Erford (2007) counseling and guidance programs in schools is an American invention that began with a focus on vocational programming and training. This movement began in the late nineteenth century into the beginning of the twentieth century. The first federal legislation aimed at increasing vocational education in the schools and promoting employment of students was the *Smith-Hughes Act of 1917*, also known as the *Vocational Education Act*. Two years later in 1919, the *George-Reed Act*

provided monies for training educators and vocational education moving towards standardization of the vocational training.

The *Education for All Handicapped Children's Act of 1975* (IDEA) was the special education law that introduced the ideas of FAPE (Free and Appropriate Education) and LRE (Least Restrictive Environment) for students with disabilities. Education of the Handicapped Act (1975) mandated parent participation in the IEP process and the right to due process (Baditoi & Brott, 2011). EHA (1975) “expanded the school counselors’ roles into special education, including appropriate placement services, collaboration on the Individual Educational Plan, record-keeping management, and providing consultation and counseling services to children with disabilities, their parents and/or guardians, and their teachers” (Humes, 1978 as quoted in Lambie & Williamson, 2004, p. 126).

The most recent legislation effecting school counselor involvement with transition planning are the recent changes to the *No Child Left Behind* Laws. The new changes may move more students with disabilities to curriculum that is not college preparatory in nature. This change in coursework will allow students with disabilities to take modified standardized testing, which could lower college enrollment expectations.

Knowledge

School counselors’ academic preparation for working with students with disabilities was discussed in a study conducted by Nichter and Edmondson (2005). Nichter and Edmondson (2005) found that previous teaching experience was the most

important indicator when considering effectiveness of school counselors. They concluded teaching 32% of the time prepared the school counselor for working with students with learning disabilities. Of the counselors surveyed, only 15% believed that graduate programs provided them with the training they needed feel of prepared when working with students with disabilities.

The American Counseling Association (2009) reported that only six states required coursework for school counselors in graduate programs on the education of individuals with disabilities. Therefore, it is imperative that a school counselor is given the educational preparation needed when assisting students with disabilities with transition. As a component of graduate education, information regarding special education and transition are the building blocks counselors' need in order to work effectively with students with learning disabilities (Naugle & Campbell, 2010).

In a study of professional school counselors, Milsom and Hartley (2006) suggested four key elements counselors need in order for effective college transition planning to occur. The school counselor must have knowledge of the student's disability, which means that the school counselor should be able to understand what a learning disability is, how it may affect the student's capacity to learn, and how this may affect his or her transition to the postsecondary educational level (Milsom & Hartley, 2006).

The school counselor must have an understanding of current IDEIA, ADA, and state legislation that potentially affects learning for a child with a disability. For example, recent changes by the State Board of Educators and the Texas Education Agency were

implemented in 2010 that stated only students graduating with a recommended high school diploma can start as freshman at a four-year university in the state of Texas. Therefore, if a student with a learning disability graduates with a minimum diploma, they are only eligible to start college at the community college level. Because of changes in legislation such as this, the school counselor must be knowledgeable about what disability services are offered at the postsecondary level for students under the ADA.

The normative requirements indicates that the student take their IEP documents from the secondary school level and bring them when meeting with advisors on the postsecondary level to discuss options of service. Finally, the school counselor must teach the individual students how to be advocates for their goals. One example of self-advocacy would be the student speaking with the disabilities office on the postsecondary campus about tutoring, note-taking, and test-taking strategies, so they will be successful once they are attending.

In support of the idea that school counselors need to have an understanding of disabilities when working with individuals on postsecondary transition planning, Milsom (2007) found that 59 %, almost two thirds of the American School Counselors involved in the study, rarely discussed or never discussed disability legislation with their students with mild disabilities. Hitchings et al. (2001) deduced that the lack of discussion may be attributed to the fact that school counselors receive little or no training on disability legislation in graduate school programs. According to Gewertz (2011), the quality and focus of counselors' training may be a problem because most training focuses on group

counseling, crisis intervention, and human growth, which prepare counselors for roles as emotional supporters, with little emphasis on college and career planning. But, college and career planning is necessary for secondary school counselors today. Gewertz (2011) suggests that more funding should be extended towards professional development training for counselors to support college and career planning for all students as well.

A four cornerstone transition model method for school counselors working with students with disabilities was developed by Naugle and Campbell (2010). Their model reiterated Milsom's ideas, aforementioned, that the need for knowledge of disabilities, knowledge of related legislation, knowledge of options available at the postsecondary level and the promotion of student's self-knowledge are necessary for a school counselor to be effective. School counselors must promote self-advocacy for the student as well. This means providing students with disabilities the tools to work within the institution of higher learning by communicating their learning needs to the appropriate staff. The third cornerstone involves collaboration among professionals and parents about the needs or possible future needs at the post-secondary level for the students with disabilities. Finally, the use of community or national resource programs was discussed by Naugle and Campbell (2010). These programs such as the University of Washington's Disabilities, Opportunities, Internetworking, and Technologies (DO-IT) program provide vocational and educational opportunities for students with disabilities. This particular program promotes success for individuals with disabilities at the college level through instruction technology and related services.

Milsom and Dietz (2009) examined the idea of college readiness for students with learning disabilities. These researchers interviewed and surveyed school counselors, rehabilitation counselors, administrators, special education professionals and professionals working in higher education, utilizing a Delphi research model. They found that the student's personal attitude factored in the most when considering college readiness, also known as "self-determination." Self-determination in this research meant the students' awareness of his or her disability, and their level of determination in accessing necessary services. Once the student independently accesses services, college readiness has been achieved. The secondary school counselor, then, can conclude that the component of self-determination may be the most important element to successful postsecondary transitioning for the student with a learning disability. Milsom and Dietz (2009) suggested school counselors move the student forward by providing practical and truthful information regarding the college experience, so that the student can make informed decisions.

The IRIS Center for Training Enhancements (2007) extensively detailed the school counselors' role in the transition process. The center's information outlined when transition services must start. Transition planning should begin no later than age 16 years of age, and that in some states the process begins at the age of 14 years of age. The training module the center provided promoted the importance of transition planning. The training module was created to enhance the learning of special education transition planning for teachers, counselors, and administrators at the postsecondary levels. The

center reported that there was a lack of information regarding special education transition planning in graduate coursework, and in response to this need, further training was developed and implemented.

The specific role of the school counselor in transition planning, according to the IRIS Center for Training Enhancements (2007), asked school counselors to identify sound, appropriate curriculum options for students. For example, what courses the student should take, which are geared towards his or her interests and goals in the future. The center promotes that the school counselor must work with students to identify goals towards postsecondary educational options that are measurable based on rank, grade point average, and the scores needed from standardized tests scores in order to be eligible for enrollment at the postsecondary institution of their choice. In addition, they reported school counselors must identify postsecondary programs which allow for appropriate opportunities for students with disabilities. Furthermore, the center advised school counselors to talk with students about how to access disability offices on campus for academic assistance as needed.

School counselors, through a personal interview or question-and-answer session, become aware of a student interests. Through the use of standardized tests and interest inventories, school counselors can obtain information about competencies and career interests of students. IRIS trainings (2007) informed school counselors, as members of the IEP team, of their capacity to assist students with course selection and postsecondary options for students with learning disabilities. Since school counselors can review

Preliminary Scholastic Achievement Test, they can assess the results that indicate areas of student interest that can assist in postsecondary planning (IRIS, 2007). Finally, the center reported school counselors should monitor student progress through six week grade reviews, SAT and ACT test results as well as the results of state wide standardized testing.

Many school counselors get little preparation in graduate courses on how to advise students with choosing university or postsecondary transition options. Graduate school counseling programs around the United States often do not have a course dedicated to teaching college-counseling skills to aspiring high school counselors, says Jim Miller, President of the National Association for College Admission Counseling (Zehr, 2011).

School counselors in Aurora, Colorado, are currently working on strengthening their skills and knowledge of postsecondary options. This endeavor has been accomplished with the help of the school administrators, who are taking on testing and master schedule responsibilities. For instance, school counselors at Grandview High in Colorado create four year plans and postsecondary plans for all students. Experts suggest there is one major obstacle with this process, this obstacle being the ability to correctly assess and assist students with disabilities in the transition process.

National and State Studies on Transition

A review of the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study 2 (NLTS 2) by the United States Department of Education

clarified outcomes for students in the United States. These two reviews discussed reasons for implementing the study, method of data collection, number of responses, and findings. The National Longitudinal Transition Study (NLTS) was authorized by the United States Congress in 1983. The purpose of this study was to inform legislators, educators, researchers, and families of those in special education about transition planning in regard to students with disabilities. The aforementioned stakeholders wanted to gain a nationwide perspective regarding what was actually in practice in each state or region of the country, given the various transition planning processes being followed.

For The National Longitudinal Transition Study of 1983, researchers conducted telephone interviews with parents and students, gathered information from student records, and collected surveys from administrators and teachers on campuses. Findings for the NLTS (1983) yielded varied outcomes on school completion, employment status, independent living, and postsecondary attendance. Little attention was paid to differing disability categories, which means students with intellectual disabilities, emotional and behavioral disorders, speech and language impairments, and learning disabilities were all reviewed in the same manner as everyone else.

The National Longitudinal Transition Study 2 (NLTS-2), conducted in 2001, was a follow-up study to NLTS (1983). This study involved approximately 12,000 students and their parents, with two thirds of the respondents representing students with learning disabilities. The data collection methods consisted of phone interviews with

students and parents and mailed-in surveys. The study took place from 1999 to 2004, with the final report was completed in 2010. This study significantly shifted the focus to postsecondary school outcomes for students with disabilities.

Preliminary reports suggested that post-secondary outcomes for students with disabilities had improved when compared with the initial 1987 results (Cameto, Marder, Wagner, & Cardoso, 2003). The report stated that three out of ten students with learning disabilities are enrolled in some form of post-secondary education. The reported indicated that the age of the student with a learning disability does not appear to be a factor in likelihood of student enrolling in some type of post-secondary education. However, the gender of the student may affect the likelihood of enrollment in post-secondary education options, with females enrolling at rates six percent higher than boys the same age.

The Ohio Longitudinal Transitional Study was funded by the Ohio Office of Exceptional Children to measure implementation and effectiveness of the IDEA's 2004 policies. This study was conducted in response to IDEIA requirements that all states report on post-secondary education and employment rates for students with disabilities. The federal government requires states to report on students' previously served by IEP, looking for competitive employment numbers, enrolled in post-secondary education or both, one year after leaving high school. The Office of Exceptional Children contracted Kent State University's Center for Innovation in Transition and Employment (CITE) to collect survey data, analyze the results, and manage the operations. Each year, in Ohio

high schools, one-sixth of the population were randomly selected to collect data from their graduating or exiting students with a current IEP.

The Ohio Study used a survey design to collect data on students' expectations at the end of senior year, and then they followed up with a second survey, one year later, asking if students' expectations had been met. The OLTS survey was developed by district special education personnel and then administered by educational staff. An exit interview was conducted at each chosen school as part of the IEP process.

Preliminary results for the OLTS report that 66 percent of students surveyed were planning to attend either a two-year or four-year university. Of that 66 percent initially surveyed, only 30 percent of students with disabilities were actually enrolled in some type of postsecondary education one year after graduation. Gender differences were reported as a factor in that more females reported expectation to enroll in postsecondary education than males. Students with intellectual disabilities were more likely to be engaged in work or post-secondary education one year after graduation. Students with multiple disabilities were more likely to be working when they received assistance from a job training service provider (The Ohio Longitudinal Transition Study, Annual State Report, 2011).

Advocacy

Secondary school counselors as advocates are paramount to success when transitioning individuals with learning disabilities into postsecondary education. The ASCA National model (2003) defined advocacy for the school counselor as the

promotion of academic success for every student in their charge and to act as leaders in school reform. Baditoi and Brott (2011) reported that advocacy in the areas of special education issues are significantly important for the school counselor when working with children that come from poverty, ethnic minority groups, students without access to preschool for their children, and homeless students. A broad understanding of diversity and socioeconomic issues may strongly impact student performance in school and aspirations for postsecondary education. Brown and Trusty (2005) suggested key components that school counselors must develop to be competent advocates when working with students in the field. First, they reported school counselors must develop an advocacy disposition, and secondly, counselors must have the knowledge base to work appropriately for student needs, lastly the school counselor must develop skills (e.g. communication) to work effectively towards meeting student goals.

Collaboration

Collaboration among educational staff, family, and students is vital for effective transition planning to occur. The National Council on Disability (2004) advocated for the use of collaboration as part of the transition process when working with students with disabilities. IDEIA (2004) suggested that in order for effective transition planning to occur, it must be a collaborative process. Both agree that all members of the IEP team must gather for the sole purpose of implementation and discussion of the student's transition plan. The ASCA, National Model for School Counseling Programs, promoted the use of collaboration as a key component in assisting with the delivery of a

comprehensive school guidance program, which included transition planning for students with learning disabilities.

Collaboration among professional school counselors, according to Dixon, DeVoss, and Davis (2010) occurs when a school counselors' focus is to meet the educational and emotional needs of their students through interacting with other educational professionals. Collaboration, as defined by Friend and Cook (1994), can be described as two individuals who directly interact to meet the goals of an individual through shared decision making activities.

Research on school counselors as collaborators was conducted by Dixon, DeVoss and Davis (2010). Researcher's analyzed collaborative activities among elementary, middle, and high school counselors who managed students' transitions. Findings for this study indicated that 81% of high school counselors reported having student transition programs. High school counselors were more involved with interagency collaborative activities than those at the elementary or middle school levels, which resulted in more contact with other high school counselors that could result in brainstorming on ideas regarding transitions.

Preplanning is a major component of the collaborative process in transition (Lennon, 2011). Students with a learning disability typically may not respond well to change. However, if planning has occurred with the receiving school, it allows for administrators, teachers, and counselors to better meet the needs of incoming freshman to their campuses. Parents and students can be educated before they set foot on campus

about services offered, tutoring available, or quiet testing environments, thus making the transition easier.

Self-Determination

Self-determination assumes that individuals have innate abilities to grow and develop, to understand new concepts in the environment, and to fully integrate those tendencies into a self-concept. Ecological surroundings of the student play a significant role in the formation of self. Similarly self-determination theory assumes that full potential in life will not be actualized without a supportive social structure (Ryan & Deci, 2000). Self-Determination “refers to the attitudes and abilities required to act as the primary causal agent in one’s life and to make choices regarding one’s actions free from undue external influence or interference” (Wehmeyer, 1992, p. 305).

The importance of student involvement in the transition planning process meetings has been specifically addressed in Texas through (19 Texas Administrative Code (TAC) Chapter 89). Federal law constituted putting the student in charge of their own transition planning, thus the significance of each student with a learning disability achieving self-determination cannot be overlooked.

Research on transition planning for students with disabilities and the school counselor suggests the importance of self-determination as a key to fostering success. Self-determination suggests that individuals can develop independence, have an innate skill set, and strive to master concepts in their world. Self-determination as well outlines the concept that for individuals to obtain their optimal level of self, a supportive social

environment must exist (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000). When discussing transition planning with students with learning disabilities, the concept of self-determination is paramount. Bremer, Kachgal, and Schoeller (2003) report when a student is self-determined, he or she is responsible for his or her own behavior, how he or she reacts to new situations, and how he or she utilizes knowledge to understand their innate strengths and weaknesses.

A study on self-determination was completed by Wehmeyer and Schwartz (1997), which consisted of 80 students with learning disabilities or intellectual disabilities from the age of 17 to 22 years. These individuals completed the Arc's Self-Determination Scale presented by Wehmeyer and Kelchner (1995) before exiting high school. This 72 item self-report measured self-regulation, autonomy, self-realization, and empowerment. Taken one year after graduation, findings from this study show that students who had high scores in self-determination showed more positive adult outcomes.

IDEA supports the use of self-determination for students with learning disabilities by mandating student involvement in the Individualized Educational Process. School counselors, along with students with learning disabilities, foster growth of self-determination through exploration of career options, encouraging problem solving, facilitating development of self-esteem, promotion of decision making, and encouraging self-advocacy (Bremer, Kachgal, & Schoeller, 2003).

Parent and Student Involvement

According to Baditoi and Brott (2011), every student should have the goal of pursuing some type of postsecondary education. For the student with a disability, they suggested that every student must understand his or her needs related to their disability, understand their rights under IDEA, become independent, and select coursework that will prepare them for postsecondary options. When a secondary school counselor practices effective transition planning, the above suggestions should apply to the student's parents as well. The parent, student, and school counselor can then pick appropriate coursework for the student and appropriate postsecondary planning options can then be discussed.

The IEP team that meets annually to discuss an individual student's progress and goals for the future is composed of a team of individuals that work together to meet the needs of that student. At the high school level, the student, when appropriate, and parent are both members of the team, making decisions with other educational staff as to how to best guide the student towards graduation and postsecondary planning options.

Theory Related to Transition Planning

Bronfenbrenner's ecological model is one theory that can be utilized to examine the transition process and how the student's environments may affect transition. Milsom (2007) suggested that incorporating Bronfenbrenner's theory may be helpful in understanding where the student is coming from and where they are headed, in terms of transition planning. In order to review, Bronfenbrenner suggested that the student with learning disabilities' individual family, friends, and school are the microsystem in which

the or she exists. The student may form beliefs, norms, and expectations from this system. Collaboration among these systems results in positive outcomes for the student, whereas, conflicting ideas result in lower expectations or negative academic outcomes when working with students. The mesosystem is the larger world as a whole that the individual with disabilities will have to navigate in the future. When working with students with disabilities Kemp and Carter (2000) incorporated the need for planning and structure, suggesting this will alleviate stress and more than likely will promote success when the individual enters the mesosystem.

Summary of Literature Review

School counselors are challenged to promote postsecondary educational opportunities to all students in our high schools. Secondary school counselors' roles and perceptions in the transition process for the student with a learning disability pursuing postsecondary educational options are important. Five main areas were identified when school counselors' were asked how they perceive their roles in this process. The first area was knowledge of the disability and special education legislation. The second area assessed was perceptions of the school counselors' role in advocating for the individual student with a disability regarding postsecondary transition. The third component reviewed was perceptions of the school counselor as a collaborator with educational staff and outside agencies for the individual with a learning disability. The fourth component reviewed was the perceptions of the school counselor regarding their roles in promoting self-determination among individual students with a learning disability and to assist them

with postsecondary transition. The fifth component reviewed the school counselors' perceptions with regard to promoting parent and student involvement in the student's postsecondary transition planning.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine how secondary school counselors perceived their roles in the postsecondary transition planning process for students with learning disabilities with regard to knowledge, advocacy, collaboration, self-determination, and parent and student involvement. The survey in this study addressed the following research questions:

1. What do secondary school counselors perceive as their roles in the transition process related to special education knowledge needed to make informed decisions regarding postsecondary outcomes for the student with a learning disability?
2. What do secondary school counselors perceive as their roles as advocates for students with learning disabilities as part of the postsecondary transition process?
3. What do secondary school counselors perceive as their roles in promoting collaboration among educational staff to assist with the postsecondary transition process for the student with a learning disability?
4. What do secondary school counselors perceive as their roles in promoting self-determination for students with learning disabilities when assisting with the postsecondary transition process for the student with a learning disability?

5. What do secondary school counselors perceive as their roles in promoting student and parent involvement in the postsecondary transition planning process for students with learning disabilities?

Independent Variables

The independent variables were participant demographics. These included gender, ethnicity, certification areas, setting of school district, master's level hours in special education, number of years as a counselor, staff development training hours in transition, students transitioned to postsecondary education, students transitioned to community colleges, students entering the armed forces, students entering the workforce, students who do not attend postsecondary education. This research gathered statistics regarding different types of postsecondary transition options students choose to pursue after high school. Secondary school counselors who were members of ASCA were the participants.

Dependent Variables

The dependent variables were the various components measured by the Likert scale responses of the survey. The survey measured perceived knowledge, advocacy, collaboration, self-determination, and parent and student involvement. Table 1 indicates the dependent variables and the subdomains that will be analyzed from the survey instrument.

Table 1

Dependent Variables & Subdomains

Knowledge	Advocacy	Collaboration	Self-Determination	Parent & Student
Legislation	Schools	Students	Promotion	Transition services
Age	Involvement	Parents	Importance	Self-Determination
IEP Team	Education	Teachers	Guidance	Individual Plans
Counselor role	Career Options	Colleges	Parents	Parent transition
Graduate school	Higher Ed staff	Agencies	Teachers	

Participants

Participants consisted of 50 secondary school counselors who were all members of the American School Counseling Association. The statistics are based on the 34 secondary school counselors who completed the entire survey. Secondary school counselor participants work in a public school setting, in either a rural, suburban, or urban school district. Secondary school counselors include those working with students in grades 9 through 12.

Secondary school counselor undergraduate or graduate certification areas were reported as 22 % choosing special education certification, the highest percentage reported. Participants certified in career and technology areas reported as 16 % of respondents. Fourteen percent of participants reported being certified in physical education.

Secondary school counselor master level hours in special education were reported. School counselors reported taking zero hours in special education coursework 26 % of the time. Participants reported that 16 % of the time they took three hours in special education coursework. The third highest percentage reported was 14% of counselors taking six hours in special education as part of their master's program.

Secondary school counselor participants reported the number of years they have worked in the profession. The responses varied from anywhere between 1 year, to as many as 28 years worked as a secondary school counselor. Eight percent of the secondary school counselor respondents reported working either 8 years or 16 years as a secondary school counselor.

Finally, secondary school counselors reported the number of staff development hours they had taken in the areas of postsecondary transition planning. Secondary school counselors reported 14% of the time that they had zero hours of staff development training hours in transition. Participants reported 8% of the time having either fifteen hours or three hours of staff development training in transition. Fourteen percent of participants reported they had zero hours of staff development training in transition. Eight percent of participants reported having either three hours or fifteen hours of staff development training in transition.

Research Methodology

Recruitment of Participants

The researcher sent an electronic survey to secondary school counselors, who were members of the American School Counseling Association in the fall of 2012 (See Appendix A). The researcher explained the significance of the study and solicited the secondary school counselors' participation. The participants in this study were secondary school counselors who serve students in grades nine through twelve in the public school setting.

Participation was voluntary and confidentiality was maintained. A participant solicitation email explaining the nature of the study was sent with the survey link (see Appendix B). Consent was given when the participants agreed and began entering data into the survey. A reminder email will be sent to participants one week after the initial email, reminding them to complete the survey (See Appendix C). Research data collected from the survey were interpreted using the SPSS software and were destroyed four months after the study was completed.

Instrumentation

The survey instrument used for this study was developed by the researcher. The researcher conducted a thorough review of literature. The researcher identified key areas to address in the survey instrument based on the body of research available. The draft survey was created for review by faculty members within Texas Woman's University

Department of Teacher Education for approval and revisions. A pilot study of the survey was conducted to test for inter-rater reliability.

A Cronbach Alpha coefficient was completed to test for internal reliability from the graduate student responses. Cronbach Alpha assists in determining internal reliability by relating test items with total test results. The results of the Cronbach's alpha coefficient are illustrated below in Table 2.

Table 2

Reliability Analysis

Survey Total	20	.959	
Advocacy	5	.918	
Knowledge	5	.842	
Collaboration	5	.894	
Self Determination	5	.876	

**The results indicated with the pilot study participants, where reliability ranged between .842 (Self-Determination) to .918 (Advocacy). The participants found the overall reliability to be at .959, an efficient measure.*

The survey was comprised of five sections: (1) the secondary school counselors' demographic information; (2) the secondary school counselors perceived knowledge with regard to the transition planning process (3) the secondary school counselors perceived roles as advocates of transition planning services; (4) the secondary school counselors perceived role as collaborator in the educational transition planning services process; and (5) the secondary school counselors perceived role in assisting with

developing self-determination for the student. Survey questions related to student and parent involvement were scattered within the body of the survey.

A non-experimental research design was employed using survey methodology. Quantitative data was collected via survey results and analyzed. Participants responded to survey questions using a Likert scale formatted to answer questions. The data was analyzed using standard deviation and mean. The data was analyzed to look for correlations between perceptions of various secondary school counselors in their various school settings.

Descriptive analyses were conducted on the demographic data (e.g., gender, ethnicity, years as a school counselor, school settings, staff development training hours, and college hours in special education). These analyses included frequencies and percentages. Specifically, ANOVAS were conducted to determine any potential significant effects of independent variables on the continuous dependent variables of high school counselors' perceptions. Pearson correlations were conducted to determine any potential significance among demographic information and specific research questions. Finally, the primary analyses were conducted in order to analyze the research questions. Specifically, counselor' perceptions were analyzed with means and standard deviations. Furthermore, additional analyses will be conducted to determine if there are any potential differences between the various demographic variables and counselors' perceptions of their roles in various school settings.

Data Collection Procedures

The researcher gained permission to conduct this study by the Texas Woman's University Institutional Review Board (IRB). Data collection was conducted during the fall semester of 2012 through an electronic survey given to secondary school counselors, who were members of the American School Counseling Association.

The principal investigator, via email, explained the significance of the study as secondary school counselors participation was solicited, which also informed participants that all information would be confidential and their participation was voluntary. The survey was maintained within PsychData to ensure confidentiality and no identifying names were included on the survey.

Limitations

This particular line of research is a study of convenience and is conducted using only secondary school counselors', who are members of the American School Counselors Association. Results may be affected by the number of responses and voluntary participation. Small sample size limits how much can be generalized this study to all secondary school counselors. Although there are some possible limitations, this study will produce significant findings that may contribute to the research of secondary school counselors and their perceived level of participation and knowledge relative to the high school transition planning process for the student with a learning disability.

CHAPTER IV

RESULTS

The intent of this study was to gain information regarding secondary school counselors perceived roles in the transition process for individuals with a learning disability in the following areas: (1) advocacy, (2) knowledge, (3) collaboration, (4) self-determination, and (5) parent and student involvement. Perceptions of secondary school counselors were obtained through the use of a survey procedure that was disseminated to the participants via email. Results for the survey were analyzed using the Statistical Package for Social Sciences, software program.

Format of the Survey

The survey format consisted of Section one, which consisted of thirteen questions regarding demographic information (e.g. gender, ethnicity, setting of high school, number of years as a school counselor, teaching certification areas, staff development hours in transition, and questions related to students after high school transition choices). Section two of the survey was comprised of four topic areas (1) advocacy, (2) knowledge, (3) collaboration, (4) self-determination. The specific questions were answered using a five point Likert scale responses, “strongly agree”, “agree”, “neither agree or disagree”, “disagree” or “strongly disagree”. For the response, strongly agree 1 point would be assigned, 2 points for agree, 3 points for neither agree or disagree, 4 points for disagree, and 5 points given for the response of strongly disagree. Therefore, a lower mean

response rate indicated participants who were more likely to agree. The higher level mean scores indicated that participants were more likely to disagree to the survey question.

Demographics of Survey Participants

The participants for this study consisted of 50 secondary school counselors who began the survey, sixteen respondents did not complete the entire survey. The remaining thirty-four participants completed the entire survey which was the base number for research purposes. The participants worked in the public high school setting with individual students in grades 9-12. The participants were all members of the American School Counseling Association, which is a national organization within the United States. The gender and ethnicity of participants are illustrated in Table 3.

Table 3

Secondary School Counselor Ethnicity and Gender

<i>Ethnicity</i>	N	Percent
Caucasian	12	87.5%
African American	3	6.3%
Hispanic	2	4.2%
Other	1	2.1%
<i>Gender</i>		
Male	12	24%
Female	36	75%

Note: Based on the demographic descriptions of participants, the majority of counselors who completed the survey were Caucasian females (75%, 87.5%).

The participant demographic breakdown for ethnicity was as follows: Caucasian 87.5 %, African American 6.3%, Hispanic 4.2%, Other (Latina) 2.1 %. The gender demographic breakdown was 75% female and 24% male. The participant breakdown for public school settings were: urban settings 19.1%, suburban settings 67.1%, and rural setting 19.1%

Table 4

Secondary School Counselors High School Setting

<u>School Setting</u>	<u>N</u>	<u>Percent</u>
Suburban Setting	29	61.7%
Urban Setting	9	19.1%
Rural Setting	9	19.1%

Table 4 represents the public school setting in which secondary school counselors worked. The majority of counselor participants, 61.7 % worked in a suburban public school setting with the urban and rural settings represented equally at 19.1 %.

Secondary school counselor certification areas are reported in (Appendix D). Secondary school counselors who participated came from a wide range of teaching field certifications that included: English, math, science, history, foreign language, fine arts, special education, physical education, English as a second language, career and technology, health, music k-12, journalism, and psychology. The certification area reported most often by participants was in special education certification at 22% of

respondents. Participants certified in career and technology areas reported as 16 % of respondents. Fourteen percent of participants reported being certified in physical education.

Secondary school counselor respondents reported the number of years worked as a counselor in (Appendix E). Varied responses were reported with years ranging from one year worked as a secondary school counselor to as many as 28 years as a secondary school counselor. Eight percent reported working as a secondary school counselor either eight years or for sixteen years respectively.

Number of graduate hours the secondary school counselor has taken regarding laws, legislation or programming in special education is reported in (Appendix F). Varied responses were reported for number of hours in special education that secondary school counselors have taken. 26% of secondary school counselors reported they had taken zero hours of special education coursework. 16% of secondary school counselors reported taking three hours of special education coursework. 14% of secondary school counselors reported taking six hours in special education as part of their master's program. Three responses were not reported because they did not answer the question as hours taken in special education.

Number of staff development training hours secondary school counselors received in transition were reported in (Appendix G). Four responses were dropped from the appendix because the respondents did not answer the question in the correct format. Fourteen percent of participants reported they had zero hours of staff development

training in transition. Eight percent of participants reported having either 15 hours or 3 hours of staff development training in transition.

Table 5

Life After High School Percentages for Secondary School Counselors

<u>Life After High School</u>	<u>Frequency</u>	<u>Percentages</u>
Universities	13	26%
Community College	13	26%
Armed Services	14	28%
Workforce	15	30%
No Postsecondary Options	17	34%

Table 5 indicates secondary school counselor endorsements regarding what postsecondary transition areas students pursue after high school. The highest percentages reported for each individual question area were: four year universities 26%, community colleges 26%, armed services 28%, the workforce 34%, or no options pursued by students reported as 34%.

Table 6

Students with a Learning Disability Transitioned to Postsecondary University

<u>Participants</u>	<u>Frequency</u>	<u>Percentages</u>
29	17	34%
29	7	14%
29	5	10%

Note: N = 29 for number of participants represented in this table

Table 6 indicates secondary school counselors top three highest frequency and percentages, where participants' perceived that a student with a learning disability had been successfully transitioned into institutions of postsecondary education.

Table 7

Parents Successfully Transitioned about Postsecondary Transition Options

<u>Participants</u>	<u>Frequency</u>	<u>Percentage</u>
N	17	34%
N	6	12%
N	4	8%

Note: N = 27 for number of participants represented in this table

Table 7 represents participants overall perceptions regarding successful transition. Counselors reported 34% of their parents had been successfully assisted with their student's postsecondary transition planning. Participants reported they had assisted

12% of their parents with their child's postsecondary transition planning with the second highest frequency.

Data Analysis

Section two of the survey analyzed secondary school counselor perceptions based on the five research question components. The five factors analyzed based on the research questions are as follows; (1) advocacy, (2) knowledge, (3) collaboration, (4) self-determination, and (5) parent/student involvement. There were a total of 20 survey items in sections two. The first four factors had five related survey items. Parent/student involvement had four related survey items scattered within section two of the survey. A Likert scale was used, a score of 1 indicated the participants' perceptions, where they strongly agreed with the question. A score of 5 indicated the participants' perception was they strongly disagreed with the question posed.

Table 8

Overall Mean and Standard Deviation for five research question topics

Research Area	N	Mean	SD
Knowledge	34	13.44	3.77
Advocacy	34	9.71	3.45
Collaboration	34	11.50	3.87
Self-Determination	34	9.88	2.57
Parent/Student	34	8.0	2.16

Table 8 reports the number of respondents, means, and standard deviations for each of the five research areas of secondary school counselor perception those being; knowledge, advocacy, collaboration, self-determination, and parent/student involvement. The first four factors had five related survey items. Parent/ student involvement had four related survey items.

The mean score for secondary school counselors on their perceived level of knowledge and advocacy for the five questions were indicated in table 8. Participants in the area of knowledge rated their perceptions as ($M = 13.44$, $SD = 3.77$) compared with participants in the research area of advocacy who rated their perceptions as ($M = 9.71$, $SD = 3.45$). Participants in the research area of collaboration rated their perceptions as ($M = 11.50$, $SD = 3.87$) compared with the results of participant perceptions in the areas of self-determination ($M = 9.88$, $SD = 2.57$).

Participants in the area of parent and student involvement reported ($M = 8.0$, $SD = 2.16$) secondary school counselor overall mean score was lowest in the area of their perceived role in parent and student involvement regarding postsecondary transition planning.

Research Questions

Research question (1): What do secondary school counselors perceive as their roles in the transition process related to special education knowledge needed to make informed decisions regarding postsecondary outcomes for the student with a learning disability?

Secondary school counselor perceived knowledge of special education results:

Questions six through ten of the survey in section two were used to answer research question one. Analysis of the data collected related to knowledge yielded group means and standard deviations for each of the domains and subdomains.

Table 9

Secondary School Counselors Perceived Knowledge of Special Education Results

Domains & Subdomains		Mean	Standard Deviation
Settings	Rural (n = 6)	11.16	2.31
	Suburban (n = 18)	14.66	3.71
	Urban (n = 9)	9.88	3.65
Mean Difference		4.78	
Training Hours	0-1 (n = 7)	14.71	3.14
	2-5 (n = 6)	13.50	4.50
	6-12 (n = 4)	10.75	3.40
	15-50 (n = 9)	12.77	3.23
Mean Difference		3.96	
Counselor Years	1-6 (n = 6)	13.50	3.61
	8-11 (n = 10)	13.50	3.68
	12-15 (n = 6)	13.33	4.63
	16-28 (n = 12)	13.41	3.96
Mean/SD Difference		.17	1.02

Note: Survey scale: 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, 5 = strongly disagree. Lower total means closer to 5 equal strongly agree, higher mean totals closer to 25 equal strongly disagree.

As reported in Table 9, in the setting category, the lowest mean was in “urban” ($M = 9.88$, $SD = 3.65$). The setting category with the highest mean score ($M = 14.66$, $SD = 3.71$) was for “suburban”. Secondary school counselors more often choose agree in the urban setting than in the suburban setting.

In the category of training hours in transition, the lowest mean score ($M = 10.75$, $SD = 3.40$) belongs to secondary school counselors with “6-12” hours of training in transition. The highest mean score for the category of training hours in transition ($M = 14.71$, $SD = 3.14$) were for secondary school counselors with “0-1” hours of training in transition.

The category of number of years as a counselor, mean scores were very similar among all four categories with a mean difference of ($M = .17$, $SD = 1.02$), separating all areas. Secondary school counselors had similar answers regarding knowledge of special education throughout all the years as a breakdown.

A one way repeated ANOVA was conducted to compare knowledge between settings, training hours, and counseling years (see Appendices H, M, and R) for specific mean and standard deviation results) There was a significant difference among rural and suburban counselors in their knowledge of required age for transition planning to begin for students with learning disabilities $F(2,30) = 4.09$, $p = .027$. There was also a significant difference with the knowledge level of school counselors in rural and suburban settings regarding the particular question are secondary school counselors required members of the IEP team with $F(2,30) = 6.71$, $p = .006$.

ANOVA results for all other questions regarding knowledge and training hours found no significant differences found between categories related to knowledge $p > .05$ for all questions. Similarly, ANOVA results for knowledge and counselor years found no significant differences among categories related to knowledge as $p > .05$ in all areas.

A correlational analysis was conducted to examine the relationships between counselor knowledge and total number of college hours taken special education. The analysis was significant, $r(31) = -.336$, $p = .032$. A correlational analysis was conducted to examine relationships between counselor knowledge and number of staff development hours counselors received in transition. The analysis was not significant, $r(26) = -.246$, $p = .113$.

Research question 2: What do secondary school counselors perceive as their roles as advocates for students with learning disabilities as part of the postsecondary transition process?

Secondary school counselor perceived roles as advocates results: Questions one through five of the survey section two were used to answer research question two. Analysis of the data collected related to perceived advocacy yielded group means and standard deviations for each of the domains and subdomains. Table 10 displays the overall means and standard deviations and mean difference scores for each of the domains settings, training hours, and counseling years.

Table 10

Secondary School Counselors Perceived Roles as Advocates

<u>Domains & Subdomains</u>			<u>Mean</u>	<u>Standard Deviation</u>
Settings	Rural	(n = 6)	8.50	2.73
	Suburban	(n = 18)	10.27	3.52
	Urban	(n = 9)	9.88	3.65
Mean Difference			1.77	
Training Hours	0-1	(n = 7)	11.85	5.27
	2-5	(n = 6)	9.50	3.39
	6-12	(n = 4)	7.25	2.62
	15-50	(n = 9)	10.11	.33
Mean Difference			4.61	
Counselor Years	1-6	(n = 6)	10.66	1.21
	8-11	(n = 10)	10.80	4.80
	12-15	(n = 6)	8.83	2.31
	16-28	(n = 12)	8.75	3.27
Mean Difference			2.05	

Note: Survey scale: 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, 5 = strongly disagree. Lower total mean, closer to 5 equal strongly agree, higher mean totals, closer to 25 equal strongly disagree.

As found in Table 10, for the area of advocacy, in the areas of setting “rural” had a perceived (M = 8.50, SD = 2.73). The setting area of “suburban” had the highest perceived mean score (M = 10.27, SD = 3.52).

When reviewing the category of training hours in transition the subdomain area of “6-12” hours had the lowest perceived mean (M = 7.25, SD = 2.62). Secondary school

counselors with “0-1” training hours in transition had the highest perceived mean of ($M = 11.85$, $SD = 5.27$).

For the domain category of number of years as a school counselor, Secondary school counselors “16-28” years of experience had the lowest perceived mean ($M = 8.75$, $SD = 3.27$). This group of secondary school counselors was followed closely by the group with “12-15” years as a school counselor who had a mean score ($M = 8.83$, $SD = 2.31$).

A one way repeated ANOVA was conducted to compare advocacy among settings, training hours, and counseling years. The means and standard deviations are presented (see Appendices I, N, and S) related to each category. ANOVA results in all advocacy areas of setting, training hours, and counseling years yielded no significant differences because results for $p > .05$ in all areas.

A correlational analysis was conducted to compare the relationship among advocacy and number of college hours in special education. The analysis was not significant, $r(31) = .030$, $p = .436$. A correlational analysis was conducted to compare the relationship among advocacy and number of staff development hours in transition $r(26) = -.087$, $p = .336$, the analysis was not significant.

Research question 3: What do secondary school counselors perceive as their roles in promoting collaboration among educational staff to assist with the postsecondary transition process for the students with a learning disability?

Secondary school counselors perceived roles as collaborators results: Questions eleven through fifteen of survey section two were used to answer research question three. Analysis of the total data set collected related to perceived collaboration yielded group means and standard deviations for each of the domains and subdomains. Table 11 reports the overall means and standard deviations scores for the three areas of setting, training hours, and counselor years. The largest mean difference score for each subdomain was reported.

Table 11

Secondary School Counselors Perceived Roles as Collaborators

Domains & Subdomains		Mean	Standard Deviation
Settings	Rural (n=6)	10.16	3.31
	Suburban (n=18)	12.27	4.42
	Urban (n = 9)	11.44	2.60
Mean Difference		2.11	
Training Hours	0-1 (n = 7)	9.85	3.53
	2-5 (n= 6)	11.33	2.33
	6-12 (n=4)	10.25	3.68
	15-50 (n = 9)	12.55	4.36
Mean Difference		2.70	
Counselor Years	1-6 (n = 6)	12.33	4.92
	8-11 (n = 10)	10.90	3.69
	12-15 (n =6)	12.16	2.13
	16-28 (n = 12)	11.25	4.43
Mean Difference		1.43	

Note: Survey scale: 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, 5 = strongly disagree. Lower total means, closer to 5 equal strongly agree, higher mean totals closer to 25 equal strongly disagree.

As found in Table 11, for collaboration in relation to settings the subdomain that had the lowest mean score was “rural setting”. The secondary school counselors in “rural settings” perceived mean ($M = 10.16$, $SD = 3.31$).

For the collaboration area of training hours, the subdomain with the lowest mean for secondary school counselors was “0=1” training hours had a perceived ($M = 9.85$, $SD = 3.53$)

For the category years as a secondary school counselor and collaboration a school the lowest mean score was “8-11” years as a counselor ($M = 10.90$, $SD = 3.69$).

A one way repeated ANOVA was conducted to compare collaboration among settings, training hours, and counseling years. The means and standard deviations are presented (see Appendices J, O, and T) related to each category. ANOVA resulted in all collaboration areas of setting, training hours, and counseling years yielded no significant differences because results for $p > .05$ in all areas.

A correlational analysis was conducted to examine relationships among collaboration and number of college hours in special education. The analysis was not significant, $r(31) = -.262$, $p = .078$. A correlational analysis was conducted to examine relationships among collaboration and number of staff development hours. The analysis was not significant, $r(2) = .170$, $p = .203$.

Research question 4: What do secondary school counselors perceive as their roles in promoting self-determination for students with learning disabilities when assisting with the postsecondary transition process for the student with a learning disability?

Secondary school counselors perceived roles in self-determination results:

Questions sixteen through twenty of survey section two were used to answer research question four. Analysis of the total data set collected related to perceived role in self-determination yielded group means and standard deviations for each of the domains and subdomains. Table 12 reported the overall means and standard deviation and mean differences for the domains of setting, training hours and years as a school counselor.

Table 12

Secondary School Counselors Perceived Roles in Self-Determination

Domains & Subdomains		Mean	Standard Deviation
Settings	Rural (n=6)	10.33	2.94
	Suburban (n=18)	9.66	1.49
	Urban (n=9)	10.55	3.64
Mean Difference		.89	
Training Hours	0-1 (n=7)	10.14	1.67
	2-5 (n=6)	10.16	2.42
	6-12 (n=4)	8.00	3.55
	15-50 (n=9)	10.77	3.11
Mean Difference		2.77	
Counselor Years	1-6 (n=6)	10.50	3.61
	8-11 (n=10)	9.77	2.61
	12-15 (n=6)	10.83	3.18
	16-28 (n=12)	9.25	2.05
Mean Difference		1.58	

Note: Survey scale: 1= strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, 5 = strongly disagree. Lower total means totals closer to 5 equal strongly agree, higher mean totals closer to 25 equal strongly disagree.

Findings from Table 12 indicate the setting category with the lowest mean score ($M = 9.66$, $SD = 1.49$) is the “suburban” setting. For the training hours category the lowest mean score ($M = 8.0$, $SD = 3.55$) belonged to secondary school counselors with “6-12” hours of transition training. For number of years as a school counselor the lowest mean score ($M = 9.25$, $SD = 2.05$) were for counselors with “15- 50” years of counseling experience.

A one way repeated ANOVA was conducted to compare self-determination among settings, training hours, and counseling years. The means and standard deviations are presented (see Appendices K, P, and U) related to each category. ANOVA results for self-determination and counseling years yielded a significant difference in the survey question of importance of promoting self-determination as a part of postsecondary transition $F(3,30) = 2.82$, $p = .05$.

A correlational analysis was conducted to examine the relationship between number of college hours in special education and self-determination. The analysis was not significant $r(31) = -.155$, $p = .202$. A second correlational analysis was conducted to examine the relationship among number of staff development hours in transition and self-determination. The results were not significant $r(26) = .178$, $p = .192$.

Research question 5: What do secondary school counselors perceive as their roles in promoting student and parent involvement in the postsecondary transition planning process for students with learning disabilities?

Secondary school counselors perceived roles in parent & student involvement: Questions twelve, sixteen, eighteen, and nineteen of survey section two were used to answer research question five. Analysis of the total data set collected related to perceived role in parent and student involvement yielded group means and standard deviations for each of the domains and subdomains. Table 13 reports the overall means and standard deviation and mean difference scores for setting, training hours, and number of years as a school counselor.

Table 13

Secondary School Counselors Perceived Roles in Parent & Student Involvement

Domains & Subdomains		Mean	Standard Deviation
Settings	Rural (n = 6)	7.50	1.51
	Suburban (n=18)	8.44	2.20
	Urban (n=9)	7.88	2.20
Mean Difference		.94	
Training Hours	0-1 (n=7)	8.85	2.19
	2-5 (n=6)	7.83	2.31
	6-12 (n=4)	6.75	2.75
	15-50 (n=9)	8.11	1.45
Mean Difference		2.10	
Counselor Years	1-6 (n=6)	7.66	1.75
	8-11 (n=12)	8.50	2.22
	12-15 (n=6)	8.00	1.78
	16-50 (n=10)	7.75	2.59
Mean Difference		.84	

Note: Survey scale: 1= strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, 5 = strongly disagree. Lower total mean totals closer to 1 equal strongly agree, higher mean totals closer to 25 equal strongly disagree.

As found in Table 13 in the category of settings, the lowest mean score was in the area of “rural” settings ($M = 7.50$, $SD = 1.51$). The lowest mean findings for the category training hours was “6-12” ($M = 6.75$, $SD = 2.75$). For the category of years as a school counselor the lowest mean score was “1-6” ($M = 7.66$, $SD = 1.75$) followed closely by “16-50” ($M = 7.75$, $SD = 2.59$).

A one way repeated ANOVA was conducted to compare parent/student involvement among settings, training hours, and counseling years. The means and standard deviations are presented (see Appendices L, Q, and V) related to each category. ANOVA results in all parent/student involvement areas of setting, training hours, and counseling years yielded no significant differences because results for $p > .05$ in all areas.

A correlational analysis was conducted to examine the relationship between parent and student involvement in transition and number of college hours in special education taken by the secondary school counselor. The results were not significant, $r(31) = -.211$, $p = .127$. A second correlational analysis was conducted to examine number of staff development hours in transition and the relationship with promoting parent and student involvement in transition planning. The analysis was not significant, $r(2) = -.004$, $p = .493$.

Summary

The present study found significance among the specific questions of knowledge of age when transition planning must begin and whether secondary school counselors were among the required members that must attend the annual review and dismissal

meetings. The significance was among counselors in rural settings compared to counselors in suburban settings.

Significance was found as well among the specific question of the importance of self-determination in the postsecondary transition planning process for the individual with a learning disability. The significance was found among secondary school counselor years being between 8 and 11 years.

Pearson correlations were run to compare a demographic question regarding how many college hours in special education the secondary school counselor has against the dependent variables of knowledge, advocacy, collaboration, self-determination, and parent/student involvement. The second question correlated was number of staff development training hours counselors received regarding transition. Results did find significance among relationships between college hours in special education as part of a master's program in counseling and the knowledge level the secondary school counselor had regarding special education laws and legislation.

Further discussion in Chapter five will provide the point of relevance for secondary school counselors related to postsecondary transition planning, conclusions that have been deducted by the data analyzed and recommendations for future research or educational opportunities for secondary school counselors regarding postsecondary transition planning.

CHAPTER V

CONCLUSIONS

The purpose of this research was to determine perceptions of secondary school counselors regarding their roles in transition planning for individual students with learning disabilities in the high school setting. The study involved surveying 34 secondary school counselors via an internet based survey about their perceptions regarding advocacy, knowledge, collaboration, and self-determination of transition planning for students with learning disabilities. This study should be looked at with caution when making generalizations about secondary school counselor roles because of the small sample size. Future research with a larger sample size is recommended.

The Individuals with Disabilities Education Improvement Act (IDEIA, 2004) mandated that by the time the individual reaches the age of 16, the student must have a transition plan in place if served by special education. According to the Federal law, Public Law 108-446 (2004) there are various components in transition planning for individuals that include independent living options, employment, recreation and leisure, and postsecondary education. School personnel including, secondary school counselors, are responsible for formulating, coordinating, and implementing the elements of the transition plan for the individual student with a learning disability.

A discussion of each research question and how it relates to the review of literature was completed. To conclude, the implications of the study and suggestions for future research were presented.

Discussion

Research question one: What do secondary school counselors perceive as their role in the transition process related to special education knowledge needed to make informed decisions regarding postsecondary outcomes for the student with a learning disability?

Secondary school counselor perceptions regarding knowledge of special education law and legislation yielded the most significance differences among participants. Two of the survey questions in particular related to special education provided insight into possible areas of future research or teaching for secondary school counselors working on transition planning.

Research statement seven stated that, "Secondary school counselors understand that special education law requires transition planning to begin at the age of 14 for students with learning disabilities." School counselors in rural and suburban districts had varying perceptions when answering this specific question. The research suggests that secondary school counselors working students in the rural settings have very different understandings of special education, when compared to secondary school counselors working in suburban school settings. Counselors in these varying settings had a different

understanding regarding federal guidelines for age of onset of services for postsecondary transition planning.

Statement nine, in section two of the survey that stated, “Secondary school counselors believe that by law they are required to attend transition services meetings for all students with learning disabilities,” yielded the most significant results again among counselors in rural and suburban settings. While federal law does not require school counselors to attend IEP meetings for individuals with learning disabilities, best practices for school counselors roles as collaborators and advocates in the postsecondary transition process for individuals with learning disabilities would be for the school counselors to be in attendance at IEP meetings to give more specific details regarding college admittance requirements for students.

Individuals with learning disabilities, according to counselor perceptions between rural and suburban, may be getting varied information, regarding continuum of services, curriculum planning services, and general transition knowledge contingent upon whether counselors believe they should attend IEP meetings. The fact that it is not required by law and that secondary school counselors have a myriad of other duties may limit their participation in this important component of student transition.

Secondary school counselor demographic information provided what may be perceived as troubling statistics, in that 26% of participants received zero college hours in special education as part of their master’s level program. Demographic information from

secondary school counselors revealed as well that 14% of respondent had received zero hours of staff development training on transition.

The National Survey of School Counselors (2012), True North: Charting the Course to College and Career Readiness, refers to the eighth component of the ASCA Model as promoting college and career readiness for school counselors as transition from high school to college enrollment. That would include assisting seniors with gathering IEP information to take with them to their postsecondary settings to receive accommodations at the university level. School district coordinators and university personnel would be correct to research the possibility of adding more coursework and trainings that could assist the secondary school counselor about special education rules and regulations.

Research question two: What do secondary school counselors perceive as their roles as advocates for students with learning disabilities as part of the postsecondary transition process?

Participant responses with regards to the area of advocacy most often answered with low mean scores, which indicate counselors perceive themselves as advocates for individuals with learning disabilities in the postsecondary transition process. These finding suggested that secondary school counselors understand that they are key players in the postsecondary transition process for students with learning disabilities. In their role as advocates, they can assist with directing the individual students towards the institution that would best meet their needs academically. Secondary school counselors

could educate individuals with learning disabilities about the services available to them at postsecondary institutions and on the importance of connecting with these resources once at their higher education institution.

ANOVA analysis for advocacy was not significant in the areas of settings, hours of transition or years as a secondary school counselor. Correlation analysis in the area of advocacy for school counselors was not significant either.

Research question three: What do secondary school counselors perceive as their roles in promoting collaboration among educational staff to assist with the postsecondary transition process for the student with a learning disability?

Secondary school counselor perceptions in the area of collaboration among educational staff did not yield any varying statistics of significance. This could be interpreted to indicate that secondary school counselors had approximately the same perceptions about what their roles were when collaborating with educational staff on postsecondary transition planning for students with learning disabilities. The average mean scores were in a range that suggested they all agree somewhat about their roles as collaborators in the school settings for individuals with disabilities and postsecondary transition planning.

Secondary school counselors may perceive the case managers or transition specialists take the leading role when working with individual students with learning disabilities on transition. As individuals with learning disabilities attend postsecondary institutions, the need for further collaboration is paramount to their success. Secondary

school counselors through experience and informational meetings need to be well versed in college admission's requirements and disability services available on campuses.

Research question four: What do secondary school counselors perceive as their roles in promotion self-determination for students with learning disabilities when assisting with the postsecondary transition process for the student with a learning disability?

Secondary school counselors with varying years of experience had different perceptions with regard to the following, "Self-Determination, the ability for the student with disabilities to be actively involved and in control of their own life is of particular importance when participating in postsecondary transition planning." This could be interpreted in a variety of ways, such as secondary school counselors not valuing self-determination as an important tool when working with individuals with learning disabilities on postsecondary transition planning based on years they have been school counselors. Another way to interpret these results are that self-determination may be a term used more often in the field of special education, and school counselors may not hear this word used often when talking about postsecondary transition planning or college readiness success.

The data indicates the secondary school counselor with years of experience looks critically at the importance of self-determination or the student believing in themselves. This element is a key element to future success in postsecondary education. Novice counselors would most likely not yet understand that self-determination is a vital

component, an internal locus of control that motivates individuals towards postsecondary learning.

Research question five: What do secondary school counselors perceive as their roles in promoting student and parent involvement in the postsecondary transition process for students with learning disabilities?

Secondary school counselor perceptions of parent and student involvement in the postsecondary transition process did not yield any statistics of significance from the one way ANOVA. This could be interpreted that secondary school counselors had approximately the same perceptions about what their roles were when involving parents and students on postsecondary transition planning for students with learning disabilities. In a broader sense, this may mean that secondary school counselors understand that for students to successfully transition into postsecondary education the student and parent must both be active participants in the process.

Correlational studies for parent and student involvement and the relationship among college hours in special education or staff development hours in transition were not significant. Mean and standard deviation scores in the areas of parent and student involvement and secondary school counselor perceptions in rural settings most likely indicate that school counselors should involve the parent and student in transition planning. Findings revealed that counselors with 6 to 12 years of experience most often agreed that parents and students should be involved with transition planning. Finally,

counselors with one to six years of experience most often agreed that parents and students should be involved in the postsecondary transition planning process.

Conclusions

The research findings from this study suggest the following implications for the secondary school counselor and his or her role in the postsecondary transition process. First, additional knowledge needs to be provided to the secondary school counselor regarding special education laws and legislation that could assist with the postsecondary transition process for individual students with learning disabilities.

Secondary school counselors' responded that they had little training in postsecondary transition as part of their master's level counseling coursework; however, the ASCA Model supports secondary school counselors who work with individuals with learning disabilities on transition planning and college readiness. The addition of a course in special education laws and legislation would be valuable for the secondary school counselors', master's level curriculum. The inclusion of staff development trainings, provided by districts or regional service centers, for the secondary school counselor would be beneficial when counselors are working with individuals with learning disabilities.

The second implication suggests that more information should be provided to secondary school counselors about the roles of self-determination related to postsecondary transition planning. Secondary school counselors could use guidance

lessons, individual conferences, parent conferences, and IEP planning meetings to promote self-determination.

Recommendations for Future Research

Based on the results and nature of this study, there are numerous recommendations for future research:

1. Future research is needed to investigate the role of self-determination and how it relates to the goal of postsecondary education for individuals with learning disabilities as their priority for after high school transition.
2. Future research would be beneficial in evaluating the secondary school counselors' perceptions of postsecondary transition planning for individuals with other disabilities who intend to attend postsecondary education.
3. Future research would be beneficial for secondary school counselors to evaluate their perceptions of postsecondary transition planning for individuals classified to receive accommodations under Section 504 in the public education setting. This would be important because at the university level students with learning disabilities or classified under Section 504 are served under the Americans with Disabilities Act.
4. A follow up study that surveys the special education teacher or the case manager's perceptions regarding knowledge of postsecondary educational options for individuals with learning disabilities and other disabilities would

be beneficial to see where gaps in training among education professionals has occurred.

5. A follow up study that surveys a larger sample size of secondary school counselors, who are members of ASCA, would be important to see if the survey results from the small sample size used in this study could be generalized among counselors.

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APPENDIX A

Perceptions of School Counselors Regarding Their Roles In
Transition Services for Students with Learning Disabilities
Towards Postsecondary Education
Survey

PERCEPTIONS OF SCHOOL COUNSELORS REGARDING THEIR ROLES IN TRANSITION SERVICES FOR STUDENTS WITH LEARNING DISABILITIES TOWARDS POST SECONDARY EDUCATION

This survey focuses on secondary school counselors perceptions of their roles in the transition services for students with learning disabilities.

Section 1. Participant Demographics

Directions: Please answer the following questions by placing an X, percentage, or number in the box provided.

Gender: Male ☐ Female ☐

Ethnicity: Caucasian ☐ African American ☐ Hispanic ☐ Asian ☐ Biracial ☐

Number of Years as a School Counselor: ☐

Setting of your high school: Rural ☐ Suburban ☐ Urban ☐

Certified teaching areas, mark all that apply: Math ☐ English ☐ Science ☐ History ☐

Foreign language ☐ Fine Arts ☐ Special Education ☐ PE ☐ ESOL ☐

Career and technology ☐ Other ☐

Number of Staff development training hours school counselor has attended regarding transition ☐

Percentage of Students with learning disabilities you have successfully transitioned to institutions of postsecondary education ☐

Percentage of parents you have assisted in the transition planning process ☐

Percentage of students at your high school who attend four year universities upon graduation ☐

Percentage of students at your high school who attend community college upon graduation ☐

Percentage of students at your high school who enter the workforce fulltime upon graduation ☐

Percentage of students at your high school who enlist in the armed forces upon graduation ☐

Percentage of students at your high school who did not pursue postsecondary education ☐

*Responses are **confidential**; there is no place on survey for participants' names. Participation is **voluntary** and participants can withdraw participation at any time. **There is a potential risk of loss of confidentiality in all***

Section II. Survey Questions

Directions: Please use the following scale to respond to the statements:

Statement Responses:	Strongly agree	Agree	Neither agree	Disagree	Strongly
Disagree			or disagree		
	1	2	3	4	5

Advocacy:

1. Secondary school counselors perceive themselves to be advocates in today's school for students with learning disabilities?

☐ ☐ ☐ ☐ ☐

2. Secondary school counselors perceive themselves to be advocates in today's schools regarding parent and student involvement in the postsecondary transition process?

☐ ☐ ☐ ☐ ☐

3. Secondary school counselors perceive themselves to be advocates when promoting postsecondary education for students with learning disabilities?

☐ ☐ ☐ ☐ ☐

4. Secondary school counselors perceive themselves to be advocates for students with learning disabilities when working on postsecondary transition options with special education staff?

☐ ☐ ☐ ☐ ☐

5. Secondary school counselors perceive themselves to be advocates for students with learning disabilities when working on postsecondary transition options with higher education staff?

☐ ☐ ☐ ☐ ☐

Knowledge:

6. Secondary school counselors have a basic understanding of special education legislation regarding transition for students with learning disabilities?

☐ ☐ ☐ ☐ ☐

7. Secondary school counselors understand that special education law requires transition planning to begin at the age of 14 for students with learning disabilities?

☐☐☐☐☐

8. Secondary school counselors understand that transition planning decisions for the student with a learning disability can only be made by the individualized education plan team members that must include the student and the parent?

☐☐☐☐☐

9. Secondary school counselors believe by law they are required to attend transition planning services meetings for all students with learning disabilities?

☐☐☐☐☐

10. Secondary school counselors believe they received adequate training during their master's level counseling programs on special education legislation to be well versed in transition planning for special education students?

☐☐☐☐☐

Collaboration:

11. Secondary school counselors perceive themselves to be effective in collaborating with students with learning disabilities regarding transition services and postsecondary goals?

☐☐☐☐☐

12. Secondary school counselors perceive themselves to be effective in collaborating with parents of students with learning disabilities regarding transition services and postsecondary goals?

☐☐☐☐☐

13. Secondary school counselors perceive themselves to be effective in collaborating with educational staff who work with students with learning disabilities regarding transition services and postsecondary goals?

☐☐☐☐☐

14. Secondary school counselors perceive themselves to be effective in collaborating with postsecondary institutions regarding admissions requirements for students with learning disabilities?

☐☐☐☐☐

15. Secondary school counselors perceive themselves to be effective in collaborating with community agencies regarding transition planning for students with learning disabilities?

☐☐☐☐☐

Self Determination:

16. Secondary school counselors view themselves as promoting self-determination in students with learning disabilities with regards to transition planning and postsecondary goals?

☐☐☐☐☐

17. Self-determination- the ability for the student with disabilities to be actively involved and in control of their own life is of particular importance when participating in postsecondary transition planning?

☐☐☐☐☐

18. School Counselors play a key role in development of self-determination of students with learning disabilities through guidance lessons, individual planning, and transition planning?

☐☐☐☐☐

19. School Counselors play a key role in promoting self-determination to parents of students with learning disabilities with regards to transition planning and postsecondary goals?

☐☐☐☐☐

20. School Counselors play a key role in promoting self-determination to educational staff who work with students with learning disabilities on transition planning and postsecondary goal setting?

☐☐☐☐☐

Thank you for taking the time to complete this survey !

APPENDIX B

Participants/Recruitment Email

Participants/Recruitment Email:

Perceptions of School Counselors Regarding Their Roles in Transition Services for
Students with Learning Disabilities Towards PostSecondary Education
Texas Woman's University

Secondary School Counselors:

My name is Molly Tait. I am a graduate student at Texas Woman's University, conducting research in partial fulfillment of a doctorate degree. The purpose of this research is to examine the perceptions of secondary school counselors about their roles with regard to assisting the student with learning disabilities in the postsecondary transition process.

The survey consists of twenty five questions related to secondary school counselor and varying areas of postsecondary transition. The participants will choose from a short set of answers and should only take approximately fifteen minutes to complete.

Survey results will be used for research purposes only but could provide valuable information about the secondary school counselors' level of involvement and knowledge of postsecondary transition for students with learning disabilities.

The risks of participating in this study include: loss of confidentiality, coercion, and loss of time. The information collected by this survey will be used exclusively for academic purposes. Steps to ensure confidentiality will be protected to the extent that is allowed by law. There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions. The results of this study cannot and will not be used to reveal or trace the individual's identity. Participants can complete the survey at their leisure at whatever computer they deem appropriate. If a participant emails the researcher or advisor for information regarding the survey, all IP addresses will be immediately discarded once read. Participation is completely voluntary and the individual can decide to stop the survey at any time, this step will minimize any risk of coercion. You also reserve the right to skip questions at any time throughout the survey duration. Please note that you must also be at least 18 years old to be eligible to participate in this study. Thank you again for taking the time out of your busy schedules to assist me with this research. If you have any questions or concerns please email me at

molbarrett@yahoo.com or my primary advisor, Dr. Dwane Allen at
dwaneallen1@yahoo.com

Survey link below:

<https://www.psychdata.com/s.asp?SID=149240>

Molly Tait, M.S., TWU Graduate Student

APPENDIX C

Recruitment Reminder Email

Follow up Email to Potential Recruits;

Perceptions of School Counselors Regarding Their Roles in Transition Services for
Students with Learning Disabilities into PostSecondary Education
Texas Woman's University

Hello again, My name is Molly Tait. I am a graduate student at Texas Woman's University, conducting research in partial fulfillment of a doctoral degree. The purpose of this research is to examine the perceptions of secondary school counselors about their roles with regard to assisting the student with learning disabilities in the postsecondary transition process.

This is a follow up email to ask again for your assistance. Your input is invaluable for this research to understand more about the secondary school counselors' knowledge and perceptions when it comes to working with the individual with a learning disability on postsecondary transition planning. The risks of participating in this study include: loss of confidentiality, coercion, and loss of time. The information collected by this survey will be used exclusively for academic purposes. Steps to ensure confidentiality will be protected to the extent that is allowed by law. There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions. The results of this study cannot and will not be used to reveal or trace the individual's identity. Participants can complete the survey at their leisure at whatever computer they deem appropriate. If a participant emails the researcher or advisor for information regarding the survey, all IP addresses will be immediately discarded once read. Participation is completely voluntary and the individual can decide to stop the survey at any time, this step will minimize any risk of coercion. You also reserve the right to skip questions at any time throughout the survey duration. Please note that you must also be at least 18 years old to be eligible to participate in this study.

If you have any questions or concerns regarding this study feel free to email me at molbarrett@yahoo.com (primary researcher) or my primary TWU advisor, Dr. Dwane Allen at dwaneallen1@yahoo.com.

Thank you for your time and assistance with this process.
Survey Link: <https://www.psychdata.com/s.asp?SID=149240>

Molly Tait, M.S.
Texas Woman's University
Graduate Student

APPENDIX D

Secondary School Counselor

Certification Areas

Certification Areas for Secondary School Counselors

<u>Certification Area</u>	<u>Frequency</u>	<u>Percent</u>
Administration	3	6%
Career & Technology	8	16%
Counseling	2	4%
Elementary Education	2	4%
English	7	14%
ESOL	3	6%
Fine Arts	3	6%
Foreign Language	4	8%
General Education K -8	2	4%
Health	3	6%
History	6	12%
Home Economics	1	2%
Journalism	1	2%
Math	2	4%
Music K-12	1	2%
Physical Education	7	14%
Psychology	1	2%
Science	4	8%
Social Studies Composite	1	2%
<u>Special Education</u>	11	22%

Note: Results indicate undergraduate and graduate certifications are represented N >

APPENDIX E

Number of Years as a School Counselor

Number of Years as a School Counselor

Years	Frequency	Percentage
1	1	2%
2	2	4%
3	2	4%
4	2	4%
6	3	6%
8	4	8%
9	3	6%
10	3	6%
11	3	6%
12	2	4%
13	1	2%
14	3	6%
15	3	6%
16	4	8%
17	1	2%
18	4	8%
19	3	6%
20	3	6%
28	1	2%

APPENDIX F

Special Education Hours Completed

in Counseling Program

Special Education Hours Completed in Counseling Program

Graduate hours	Frequency	Percent
0	13	26%
1	2	2%
3	8	16%
6	7	14%
8	1	2%
9	2	4%
12	2	4%
18	1	2%
24	1	2%
36	1	2%
44	1	2%
56	1	2%
175	1	2%

APPENDIX G

Number of Staff Development Training Hours in Transition

Number of Staff Development Training Hours in Transition

Hours	Frequency	Percentage
0	7	14%
1	1	2%
2	2	4%
3	4	8%
4	1	2%
5	1	2%
6	1	2%
8	1	2%
10	1	2%
12	2	4%
15	4	8%
20	2	4%
24	1	2%
30	2	4%
32	1	1%
40	2	4%
50+	4	8%

Note: N > 34, respondents even those that did not finish survey reported here

APPENDIX H

Secondary School Counselor Setting Mean and Standard Deviation

Knowledge Survey Results

Secondary School Counselor Mean & Standard Deviations Knowledge and Setting

<u>Survey Questions</u>	<u>Setting</u>	<u>N</u>	<u>Mean</u>	<u>Standard Deviation</u>
LEGISLATION	Rural	6	2.33	.51
	Suburban	18	2.39	.97
	Urban	9	2.44	1.01
Transition Age	Rural	6	1.33	.51
	Suburban	18	2.67	1.13
	Urban	9	2.33	.86
IEP Team	Rural	6	1.33	.51
	Suburban	18	2.11	.96
	Urban	9	1.89	.92
Counselor Role	Rural	6	2.00	1.09
	Suburban	18	3.56	.92
	Urban	9	2.67	1.18
Graduate School	Rural	6	4.17	.75
	Suburban	18	3.94	.80
	Urban	9	3.78	.82

APPENDIX I

Secondary School Counselors Means and Standard Deviations

Survey Questions for Advocacy

Secondary School Counselor Mean & Standard Deviation Advocacy and Setting

Survey Questions	Settings	N	Mean	Standard Deviation
SCHOOLS	Rural	6	1.67	.51
	Suburban	18	2.17	.98
	Urban	9	2.0	1.00
Involvement	Rural	6	1.67	.51
	Suburban	18	1.78	.80
	Urban	9	1.67	.50
Education	Rural	6	1.67	.51
	Suburban	18	1.78	.73
	Urban	9	2.11	.92
Career Options	Rural	6	1.67	.51
	Suburban	18	2.06	.72
	Urban	9	2.00	.86
Higher ed staff	Rural	6	1.83	.75
	Suburban	18	2.50	1.15
	Urban	9	2.11	.78

APPENDIX J

Secondary School Counselor Mean & Standard

Deviation Collaboration Survey Results

Secondary School Counselor Mean & Standard Deviation Collaboration Setting Survey Results

Survey Questions	Setting	N	Mean	Standard Deviation
STUDENTS	Rural	6	2.00	.63
	Suburban	18	2.33	.84
	Urban	9	2.11	.60
Parents	Rural	6	2.00	.63
	Suburban	18	2.44	1.00
	Urban	9	2.33	.50
Teachers	Rural	6	1.50	.54
	Suburban	18	2.24	.75
	Urban	9	2.11	.33
Colleges	Rural	6	2.17	1.16
	Suburban	18	2.82	1.28
	Urban	9	2.67	.86
Agencies	Rural	6	2.50	1.04
	Suburban	18	2.72	1.27
	Urban	9	2.22	.83

APPENDIX K

Secondary School Counselors Mean & Standard Deviation

Self-Determination Survey Results

Secondary School Counselor Mean & Standard Deviation Self Determination Survey
Results

Survey Questions	Setting	N	Mean	Standard Deviation
PROMOTION	Rural	6	1.83	.75
	Suburban	18	1.89	.47
	Urban	9	2.11	.92
Importance	Rural	6	1.50	.54
	Suburban	18	1.56	.51
	Urban	9	2.00	.86
Guidance	Rural	6	2.00	.00
	Suburban	18	2.06	.53
	Urban	9	2.44	.88
Parents	Rural	6	2.50	1.04
	Suburban	18	2.11	.53
	Urban	9	2.00	.70
Teachers	Rural	6	2.50	1.04
	Suburban	18	2.06	.53
	Urban	9	2.00	.70

APPENDIX L

Secondary School Counselor Mean & Standard Deviation Survey Results for Parent/Student Involvement

Secondary School Counselor Mean & Standard Deviation Parent Student Involvement Results

Survey Questions	Setting	N	Mean	Standard Deviation
TRANSITION	Rural	6	2.00	.63
	Suburban	18	2.44	.92
	Urban	9	2.33	1.00
Self-Determination	Rural	6	1.83	.75
	Suburban	18	1.89	.47
	Urban	9	1.94	.92
Individual Plans	Rural	6	2.00	.00
	Suburban	18	2.06	.53
	Urban	9	2.15	.88
Parent Transition	Rural	6	2.50	1.04
	Suburban	18	2.11	.58
	Urban	9	2.00	.70

APPENDIX M

Secondary School Counselor Mean & Standard Deviation

Results for Training Hours and Knowledge

Secondary School Counselor Mean & Standard Deviation Training Hours & Knowledge

Survey Questions	Training Hours	N	Mean	Standard Deviation
LEGISLATION	0-1	7	2.29	.95
	2-5	6	2.67	1.03
	6-12	4	1.75	.95
	15-50	9	2.44	1.01
Transition Age	0-1	7	2.14	.90
	2-5	6	2.17	.98
	6-12	4	2.00	1.15
	15-50	9	2.00	1.00
IEP Team	0-1	7	2.29	.75
	2-5	6	2.00	1.09
	6-12	4	1.50	.57
	15-50	9	1.56	.52
Counselor Role	0-1	7	3.71	.48
	2-5	6	2.83	1.32
	6-12	4	1.75	.95
	15-50	9	2.89	1.36
Graduate School	0-1	7	4.29	.75
	2-5	6	3.83	.75
	6-12	4	3.75	.50
	15-50	9	3.89	.92

APPENDIX N

Secondary School Counselor Mean & Standard Deviation

Training Hours and Advocacy

Secondary School Counselor Mean & Standard Deviation Training Hours and Advocacy

Survey Questions	Training Hours	N	Mean	Standard Deviation
SCHOOLS	0-1	7	2.29	1.25
	2-5	6	2.17	1.16
	6-12	4	1.25	.50
	15-50	9	2.11	.33
PS Involvement	0-1	7	2.00	1.00
	2-5	6	1.67	.81
	6-12	4	1.50	.57
	15-50	9	1.78	.44
Education	0-1	7	2.29	1.25
	2-5	6	1.67	.51
	6-12	4	1.50	.57
	15-50	9	2.00	.50
Career Options	0-1	7	2.57	1.13
	2-5	6	1.83	.75
	6-12	4	1.50	.57
	15-50	9	2.00	.00
Higher Ed staff	0-1	7	2.71	1.25
	2-5	6	2.17	.98
	6-12	4	1.50	.57
	15-50	9	2.22	.66

APPENDIX O

Secondary School Counselor Mean & Standard Deviation

Training Hours Collaboration

Secondary School Counselor Mean & Standard Deviation Training Hours & Collaboration

Survey Questions	Training Hours	<u>N</u>	Mean	Standard Deviation
STUDENTS	0-1	7	2.00	.57
	2-5	6	2.00	.63
	6-12	4	2.00	.81
	15-50	9	2.33	.86
Parents	0-1	7	2.14	.90
	2-5	6	2.17	.75
	6-12	4	2.00	.86
	15-50	9	2.56	1.13
Teachers	0-1	7	1.83	.75
	2-5	6	2.00	.63
	6-12	4	1.75	.50
	15-50	9	2.11	.78
Colleges	0-1	7	2.50	1.37
	2-5	6	2.67	.51
	6-12	4	2.50	1.00
	15-50	9	2.89	1.36
Agencies	0-1	7	2.00	1.00
	2-5	6	2.50	1.04
	6-12	4	2.00	.81
	15-50	9	2.67	1.22

APPENDIX P

Secondary School Counselor Mean & Standard Deviation

For Training hours and Self-Determination

Secondary School Counselor Mean & Standard Deviation Training Hours & Self-Determination

Survey Questions	Training Hours	<u>N</u>	<u>Mean</u>	<u>Standard Deviation</u>
PROMOTIONS	0-1	7	2.29	.95
	2-5	6	2.67	1.03
	6-12	4	1.75	.95
	15-50	9	2.44	1.01
Importance	0-1	7	2.14	.90
	2-5	6	2.17	.98
	6-12	4	2.00	1.15
	15-50	9	2.00	1.00
Guidance	0-1	7	2.43	.78
	2-5	6	2.17	.40
	6-12	4	1.50	.57
	15-50	9	2.22	.66
Parents	0-1	7	2.43	.78
	2-5	6	2.00	.63
	6-12	4	1.75	.95
	15-50	9	2.22	.83
Teachers	0-1	7	2.14	.37
	2-5	6	2.17	.75
	6-12	4	1.75	.95
	15-50	9	2.22	.83

APPENDIX Q

Secondary School Counselors Mean & Standard Deviation

Training Hours and Parent/Student Involvement

Secondary School Counselor Mean & Standard Deviation Training Hours &
Parent/Student Involvement

Survey Questions	Training Hours	N	Mean	Standard Deviation
TRANSITION	0-1	7	2.14	.90
	2-5	6	2.17	.75
	6-12	4	2.00	.81
	15-50	9	2.56	1.13
Self-determination	0-1	7	1.57	.53
	2-5	6	2.17	.75
	6-12	4	1.75	.95
	15-50	9	2.11	.78
Individual Plans	0-1	7	2.43	.78
	2-5	6	2.17	.40
	6-12	4	1.50	.57
	15-50	9	2.22	.66
Parent Transition	0-1	7	2.43	.78
	2-5	6	2.00	.63
	6-12	4	1.75	.95
	15-50	9	2.22	.83

APPENDIX R

Secondary School Counselor Mean & Standard Deviation

Counselor Years and Knowledge

Secondary School Counselor Mean & Standard Deviation Counselor Years & Knowledge

Survey Questions	Counselor Years	N	Mean	Standard Deviation
LEGISLATION	1-5	6	2.50	.83
	8-11	10	2.40	1.07
	12-15	6	2.33	1.03
	16-28	12	2.25	.86
Transition Age	1-5	6	2.33	1.03
	8-11	10	2.10	.87
	12-15	6	2.17	1.42
	16-28	12	2.50	1.16
IEP Team	1-5	6	1.67	.51
	8-11	10	2.00	.81
	12-15	6	1.83	1.16
	16-28	12	1.92	.91
Counselor Role	1-5	6	3.17	1.32
	8-11	10	3.00	1.24
	12-15	6	2.67	1.21
	16-28	12	3.00	1.20
Graduate School	1-5	6	3.83	1.16
	8-11	10	4.00	.94
	12-15	6	4.33	.51
	16-28	12	3.75	.62

APPENDIX S

Secondary School Counselor Mean and Standard Deviations

Counselor Years and Advocacy

Secondary School Counselor Mean & Standard Deviation Counselor Years and Advocacy

Survey Questions	Counselor Years	N	Mean	Standard Deviation
Schools	1-5	6	2.50	.83
	8-11	10	2.20	1.03
	12-15	6	1.67	.51
	16-28	12	1.75	.96
Education	1-5	6	1.50	.54
	8-11	10	2.00	.81
	12-15	6	1.67	.51
	16-28	12	1.50	.66
PS Involvement	1-5	6	2.00	.63
	8-11	10	2.20	1.03
	12-15	6	1.67	.51
	16-28	12	1.50	.52
Career Options	1-5	6	2.00	.00
	8-11	10	2.20	1.03
	12-15	6	1.83	.40
	16-28	12	1.75	.75
Higher Ed staff	1-5	6	2.67	1.03
	8-11	10	2.20	1.03
	12-15	6	2.00	.63
	16-28	12	2.17	1.19

APPENDIX T

Secondary School Counselor Mean & Standard Deviation

Counselor Years and Collaboration

Secondary School Counselor Mean & Standard Deviation Counselor Years and Collaboration

Survey Questions	Counselor Years	N	Mean	Standard Deviation
Students	1-5	6	2.50	.83
	8-11	10	2.20	1.03
	12-15	6	1.67	.51
	16-28	12	1.75	.96
Parents	1-5	6	1.50	.54
	8-11	10	2.00	.81
	12-15	6	1.67	.51
	16-28	12	1.50	.66
Teachers	1-5	6	2.00	.63
	8-11	10	2.20	1.03
	12-15	6	1.67	.51
	16-28	12	1.50	.52
Colleges	1-5	6	2.00	.00
	8-11	10	2.20	1.03
	12-15	6	1.83	.40
	16-28	12	1.75	.75
Agencies	1-5	6	2.67	1.03
	8-11	10	2.20	1.03
	12-15	6	2.00	.63
	16-28	12	2.17	1.19

APPENDIX U

Secondary School Counselor Mean and Standard Deviations

Counselor Years and Self-Determination

Secondary School Counselor Mean & Standard Deviation Counselor Years & Self-Determination

Survey Questions	Counselor Years	N	Mean	Standard Deviation
Students	1-5	6	2.50	.83
	8-11	10	2.20	1.03
	12-15	6	1.67	.51
	16-28	12	1.75	.96
Parents	1-5	6	1.50	.54
	8-11	10	2.00	.81
	12-15	6	1.67	.51
	16-28	12	1.50	.66
Teachers	1-5	6	2.00	.63
	8-11	10	2.20	1.03
	12-15	6	1.67	.51
	16-28	12	1.50	.52
Colleges	1-5	6	2.00	.00
	8-11	10	2.20	1.03
	12-15	6	1.83	.40
	16-28	12	1.75	.75
Agencies	1-5	6	2.67	1.03
	8-11	10	2.20	1.03
	12-15	6	2.00	.63
	16-28	12	2.17	1.19

APPENDIX V

Secondary School Counselor Mean and Standard Deviations

Counselor Years and Parent/Student Involvement

Secondary School Counselor Mean & Standard Deviation Counselor Years & Parent/Student Involvement

Survey Questions	Counselor Years	N	Mean	Standard Deviation
Promotion	1-5	6	2.17	.98
	8-11	10	1.80	.63
	12-15	6	2.00	.63
	16-28	12	1.83	.57
Importance	1-5	6	2.17	.98
	8-11	10	1.60	.51
	12-15	6	1.83	.40
	16-28	12	1.33	.49
Guidance	1-5	6	2.17	.75
	8-11	10	2.20	.78
	12-15	6	2.17	.75
	16-28	12	2.00	.42
Parents	1-5	6	2.00	.63
	8-11	10	2.10	.56
	12-15	6	2.33	1.03
	16-28	12	2.08	.79
Teachers	1-5	6	2.00	.63
	8-11	10	2.00	.47
	12-15	6	2.50	1.04
	16-28	12	2.00	.73